COMMANDERS DIGEST

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Secretary of HEW Finch

Fewer Casualties, Peace Hopes Linked to Vietnamization Program

Secretary of Defense Melvin Laird believes the best prospect for minimizing U.S. casualties and at the same time resolving the war as quickly as possible in Vietnam, without abandoning the basic U.S. objective, lies in the Defense Department's Vietnamization program.

He feels the American people should understand the program, and thinks the people and the government of South Vietnam already understand it.

At the same time, he explained, sight must not be lost of the basic objective of all U.S. efforts in the Vietnam situation. That is: "The right of self-determination for the people of South Vietnam."

As outlined by Secretary Laird at his Oct. 9 news conference the Vietnamization program basically means a stronger economy, a stronger police force—a stronger internal security force—and a stronger more viable government as far as Vietnam is concerned.

The secretary of defense called on a man intimately connected with the program to brief reporters on the chal-

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HEW Encourages Vets To Continue Education

There are enormous opportunities in the education and medical fields for young men leaving the service.

That is the opinion of Robert H. Finch, secretary of Health, Education and Welfare (HEW), who feels the best route to those fields for some veterans is through community colleges.

In remarks that also covered HEW's role in civil rights, drug abuse, and youth programs, Secretary Finch said:

"We think through the community college system, and through pushing harder to get medical schools to increase their enrollment, there is a great opportunity for returning veterans who are interested in these areas. We hope they will be, because we desperately need them.

"We are trying to upgrade our programs that affect returning veterans, in particular we are trying to enlist them to further their education . . .

"The hard fact of the matter is, the percentage of veterans who are making use of the G.I. Bill in educational ways has fallen way off as compared to World War II or the Korean War. There are a variety of reasons for this . . . Many veterans feel they have not had enough education. They may not even have completed high school in some cases. They may feel

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Report Notes Continuance Of ROTC Is Beneficial

The Department of Defense has come to grips with the ROTC problem and decided there is a strong case for the program to continue on college and university campuses.

The 61-page report, compiled by a committee of three senior military officials and six educators, was approved in principle by Secretary of Defense Melvin Laird. It emphasizes that officer education on college campuses strengthens our traditional civilian participation in, and influence upon, the military establishment.

Further, it was argued that alternative plans yield more to domination by the military organization acting on its own.

The report searches for a "happy medium" approach to both the Defense Department's problems and those of the colleges and campuses.

At one point the committee recommended that DoD support ROTC by continuing to develop a viable partnership between the services and universities.

Another recommendation calls for each host institution to assume a great deal more responsibility for ROTC instruction, including the appointment or termination of appointment of ROTC staff. The committee reaffirmed the policy that

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Report Notes Continuance Of ROTC Is Beneficial

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classroom teaching should not be performed by non-commissioned officers.

The document was unveiled at the Pentagon Oct. 3.

Assistant Secretary of Defense for Manpower and Reserve Affairs Roger Kelley discussed certain aspects of the report. He introduced Dr. George C. S. Benson, chairman of the committee and Professor of Political Science, Claremont Men's College, Claremont, Calif.

At the outset, Dr. Benson said the main feature of the report was the fact that the committee had pushed for "a partnership concept" with the universities and that they should take a more active role in ROTC affairs.

He called attention to certain important aspects of the report. This had to do with the ROTC's unique features in the academic environment.

In considering this unique relationship, the report states, one overriding priority must be recognized, namely, the national security of the country. Closely related to it is the institution's consideration of its student's desire to prepare for service.

"Without national security we have no basis," the report continued, "for pursuing our multiple and diverse activities. The national government can properly look to public institutions, supported as they are by the taxpayer, to provide leadership in safeguarding the entire population. Nor can the nation's privately supported universities be exempted from a part of the responsibility. Their tax exempt status in itself constitutes a notable government subsidy, and many of them receive extensive state and federal subventions."

The report contends that national security be considered by universities too.

"Where not bound by federal or state legislation," the report states, "each institution must make its own decision with regard to ROTC in accordance with its own processes and priorities, but in the interest both of national security and of general service to society."

The committee said it believed there was a strong case for the ROTC programs on college and university campuses.

Another argument in the minds of the civilian and military members of the committee was that the officer education by means of ROTC and civilian campuses strengthens our traditional civilian participation in and influence upon the military, whereas alternative plans yield more to the domination by the military organization acting on its own.

"The American people have throughout their history," the report reminded, "relied on two principles of organization to maintain civilian control of the military.

"We have tried to maintain minimal armed forces and we have officered them with a substantial proportion of men trained in civilian institutions. Although today we need larger forces, there seems little need to abandon this traditional means of providing officer leadership, for the military services.

"If ROTC were to be removed from the nation's campuses, there would be a grave danger of isolating the services from the intellectual centers of the public which they serve and defend."

Some critics fear "militaristic" influence in the national defense system, but opposition to ROTC is singularly inappropriate, the report said, because its abolition would decrease civilian influence. "Interaction between civilian and military on campus is an important educational experience for cadets and midshipmen, and it is also a broadening experience for the ROTC instructional staff," the report noted.

The committee met opposition to the ROTC program on many campuses head-on, declaring the opposition is of two kinds:

—The first type of opposition—highly personalized and emotional—stems largely from disapproval of the war in Vietnam.

—On the other hand, there are many specific, thoughtful, and objective criticisms and proposals for improvement of existing ROTC programs.

"These criticisms and proposals range from comments on certain confusing and seemingly needless differences among the programs of the three services to the fundamental problem of the propriety of an 'outside directed' program within the framework of an otherwise autonomous academic, community. Such questions merit, and have received, serious attention by this committee," the report said.

CITED—Secretary of Defense Melvin Laird (left) presents the Department of Defense Distinguished Civilian Meritorious Service Award to Dr. Ruben F. Mettler, assistant president and executive vice president, TRW, Inc., during a session of the Industry Advisory Council at the Pentagon. Dr. Mettler is Industry vice chairman. The council was established in 1962 to provide a direct and immediate contact between the secretary of defense and his principal management assistants and representatives of industry.

Army Secretary Resor

Names Highest Priority in RVN; Cites Army Racial Situation

The highest priority the Defense Department has today is to turn over combat responsibilities in Vietnam to the forces of the South Vietnamese as rapidly as possible.

Secretary of the Army, Stanley R. Resor, projected that thought at the 1969 annual meeting of the Association of the United States Army in Washington D.C., Oct. 13.

In addition, he said his recent trip to Southeast Asia revealed how the goal of Vietnamization was reflected at all command levels with increased emphasis on joint planning and joint command posts.

Also, it was reflected, he said, "in the increasing number of successful operations conducted by ARVN forces themselves.

"Vietnamization is working," Secretary Resor said, adding, "I am confident that it will continue to work, and that as our progress continues, further sizeable reductions will be possible."

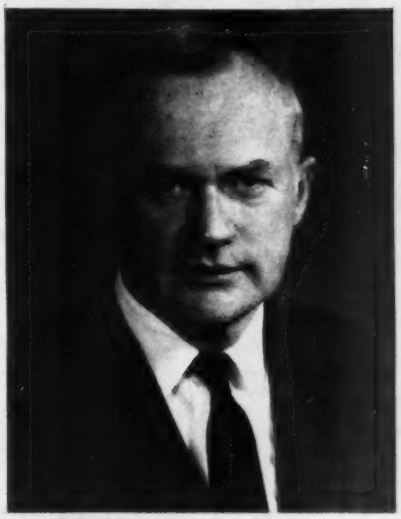
Turning to another subject, Secretary Resor noted how the Army's solid accomplishments in ending official segregation and achieving a racially integrated force are well known.

"Soon after it was ordered in 1948," he said, "racial integration of the Army was a fact. Black and white soldiers were living, eating and fighting side by side well before the Supreme Court's first decision on school desegregation."

Secretary Resor credited the Army with breaking down the formal barriers to racial integration. "Yet today," he said, "I must report to you, the state of race relations in the Army gives cause for concern.

"I stress at the outset that no racial tensions appear in those areas where troops are in direct contact with the enemy. Color is not a factor in the fire bases in Vietnam. The readiness of the Army to carry out its mission remains unimpaired. Also, there is no indication of any organized effort by any group within Army to create racial disharmony."

He noted how the Army has made progress and is continuing to make progress



Secretary of Army Resor

toward racial harmony. We are a part of a society, he said, that is undergoing rapid change.

"Our soldiers come directly from that society. With the help of the communications media, they maintain their ties to that society. They bring to the Army their problems and prejudices. These we cannot change overnight."

Secretary Resor sees the Negro soldier today different from his counterpart of ten years ago. Formerly, he said, the Negro soldier countered acts of racial discrimination only with hard work and endurance.

He continued, "Today he is more likely to make his resentment known. Today in the young black soldier there often is more personal and racial pride, more bitterness at real or imagined injustice.

"Because of his racial background," the Secretary of the Army said, "he has unique problems in our society, off post and sometimes on post. He may be uncomfortable with officers and noncommissioned officers who seem uneasy and reluctant to acknowledge the existence of race.

"He needs to know from his leaders where they stand, whether he can expect help from them, whether they are willing to accept him without asking that he reject his heritage.

"He needs to sense whether a commander can treat a complaint of racial discrimination calmly and factually. He needs a commander who recognizes such slogans as 'black is beautiful' as the gestures of pride, comradeship and solidarity that to most young Negroes they represent. The commander must understand his men before he writes off the spirited ones, who may be potential leaders, as troublemakers or militants.

"On the other hand, he must be firm and ensure that his troops realize that discipline is not discrimination."

Discussing the broader aspects of the problem, Secretary Resor believes there is a need to pay more attention to the soldier's nature as an individual.

He sees the retention of one's individuality, and resentment of seemingly arbitrary exercises of power, as today's foremost concern of enlisted men of both races.

Although today's soldier continues to show a willingness to bear great hardship when he understands the reason for it, he may balk at small things which appear to discomfort or demean him unnecessarily.

Such matters as living conditions, minor restrictions, administrative procedures, all can be sources of discontent, sometimes out of proportion to the positive ends being served.

Secretary Resor said a soldier must be made to understand better the need for teamwork and a certain degree of uniformity. "We in turn," he said, "must respect his social and personal needs insofar as the Army's requirements permit."

He views racial consciousness as a part of "this larger striving for uniqueness and individuality" which affects white and black troops alike.

Secretory Resor believes that one way to minimize racial tensions in the Army is to make the Army as responsive as it can be to the needs of all its men.

International Cooperation in Action

CRUCIAL TASK OF OUR CENTURY

The crucial problems of world development were discussed recently by some of the world's leading financial experts at the annual meetings of the World Bank Group and the International Monetary Fund.

In a message to the joint session, President Nixon noted that these sister institutions—founded 25 years ago by "those far-sighted men" at Bretton Woods—"have been an example to all of international cooperation in action, nourishing the growth in trade and advancing the cause of development essential to peace and prosperity."

Below are excerpts from the opening address of the President of the World Bank Group, Robert S. McNamara, delivered Sept. 29.

As a responsible, international institution, dedicated by the very title deeds of our existence to "development," it is clear that we must know—insofar as it is possible to know—what the internal dynamics of development are. We must know how its processes affect entire societies, and enlarge or diminish their chances for both economic and social growth.

We are trying to invest our human and material resources in a carefully integrated manner which will contribute to the vitality, diversity, and basic institutional reform of societies.

World Bank's Objective

When I point out, then, that we have begun to put a new emphasis on population policy, and on educational reform, and agricultural expansion—and when I add that we are planning to give a new thrust to our activities related to the problems of unemployment, urbanization, and industrial growth—I am not choosing sectors or policies at random.

I am proposing the search for a successful overall strategy by which development in each individual sector improves and sustains it in all the others.

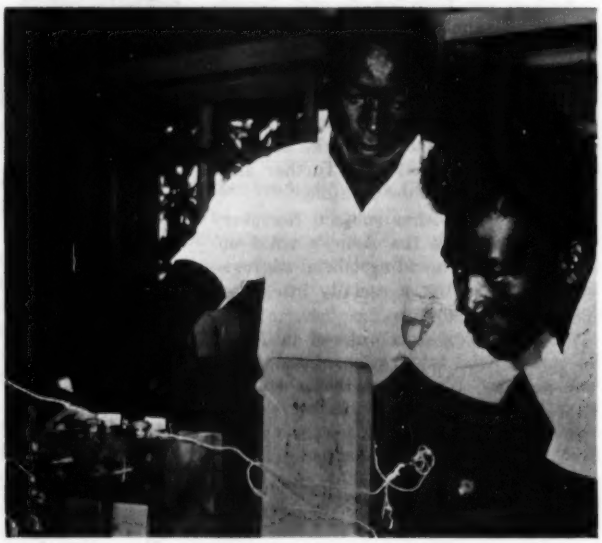
Thus, reduced rates of population growth can take the strains off both countryside and city. Modernized agriculture can provide more job stability, income, and hope on the land. Increased yields can feed the growing cities. It can do even more: It can reduce the present over-rapid rate of urbanization.

I do not suggest we shall get all these equations into immediate balance. But balanced development must be our objective.

Greatest Single Obstacle

The greatest single obstacle to the economic and social advancement of the majority of peoples in the underdeveloped world is rampant population growth.

The enhancement of human dignity, and the consequent capacity to lead a fuller, freer, more thoroughly human life, is the ultimate objective of development. Economic progress is a means to that end, but no achievable rate of economic growth will be sufficient to cope with an unlimited proliferation of people on our limited planet.



Students in Tanzania carry out a science laboratory experiment. World Bank funds are helping to finance this East African country's secondary school system.

There is clearly a growing understanding of this point and more and more governments are expressing a willingness to deal with the problem. To assist them, we have established a Population Projects Department within the Bank.

Importance of Education

There is little dispute in the developing countries about the

importance of education, but the problems of advancing it are so inextricably tangled that it is likely that many of the scarce resources devoted to it are in fact being wasted. For example:

• In many countries of Africa the dropout rate during the six years of primary school is over 70 per cent; in large parts of Asia the rate is over 80 per cent.

• Even among those who run the full course there is waste as an increasing number of graduates are unable to find employment. In one Asian country alone, a half million high school and college graduates—fully 10 per cent of the total—are out of work. Many graduates who do find employment are in jobs which do not actually require the relatively costly education they have received.

These are the results of educational systems which are simply not geared to the needs or aspirations of the communities they are meant to serve. Too often antiquated systems of education are preserved because of their traditional prestige; too rarely is full attention given to modern science, useful technology or practical agriculture.

In collaboration with the U.N. Development Program and UNESCO, the Bank will finance a series of pilot projects designed to explore experimentally new ideas to maximize the contribution of educational systems to carefully planned economic development. We expect to participate in the financing of the first of these projects—a primary educational system in the Ivory Coast based on the use of television for instructional purposes—before the end of this year.

Foundation of Healthy Economy

In the developing world, agriculture is the indispensable foundation of a healthy economy. It is the sector that benefits the great bulk of the world's population most directly.

After years of near stagnation, agricultural production is beginning to respond to the new agricultural technology. . . . The outlook now for the next two decades—provided there is proper financial support—is that the world's food supply will grow at a faster rate than its population.

(However), the initial problem of achieving worldwide food sufficiency will gradually give way to second-generation problems which are even more complex.

There is the innate conflict between the expansion of relatively large farming, and the survival of the small, family-oriented farm. The new technology is more readily available to richer farmers, and thus can paradoxically become punitive to poorer farmers. If the less advantaged peasants are forced to leave the countryside for the city, the whole crisis of burgeoning urbanization . . . can result in even more massive problems of welfare, unemployment, and explosive tensions between the landed and the landless.

Underdeveloped areas of the world have often been unfairly accused of being peopled with indolent, ambitionless citizens who fail to respond to the challenges of improving their own nation's lot. But it is becoming increasingly clear that caloric and protein deficiencies result in masses of undernourished people who cannot physically and mentally function as alert, energetic, and productive citizens.

Were we to accomplish within the next decade a technological breakthrough in low-cost protein production and distribution—a breakthrough on the scale of promise of the present agricultural revolution—we could loosen the grip of malnutrition on mankind, and trigger a massive advance in human energy and efficiency.

A World Bank Loan to India is helping to increase agricultural production.

Crucial Task of Our Century

The complexities of development are so enormous that it would be wholly naive to suppose that more money alone can solve them. There is a new—a desperate need—for additional financial support. But there is at least as great a need for more effective use of the funds presently being provided.

I believe history will regard as the most crucial task that confronted our century the orderly development of mankind itself in an era of revolutionary technological change.

The World Bank Group is—at its core—an innovative, problem-solving mechanism. Its problem is to help fashion a better life for mankind in the decades ahead.

It is an endeavor demanding the very best that is in us. Its reward is the very best, too: the satisfaction of demonstrating that though man's ancient limitations in nature may be perennial, his ancient deprivations of dignity need not be permanent.

—Our disappointment is about man's past.

—Our dissatisfaction is over man's present.

—Our dedication is to man's future.

Fewer Casualties, Peace Hopes Linked to Vietnamization Program

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lenges and rewards of pacification—better known as the Vietnamization program.

The man Secretary Laird chose for the briefing was Brigadier General John W. Barnes, commanding general of the 173rd Airborne Brigade.

General Barnes said his report covered Binh Dinh Province in Northern II Corps. He said it is called "Operation Washington Green," and is the story of the total involvement of a large U.S. Army unit in all aspects of the conflict in South Vietnam—social, economic, and psychological as well as military.

He explained how the paratroopers of the 173rd Airborne Brigade adapted from searching and fighting Viet Cong and North Vietnamese troops in the jungles to identifying with and establishing lasting security for the rural population.

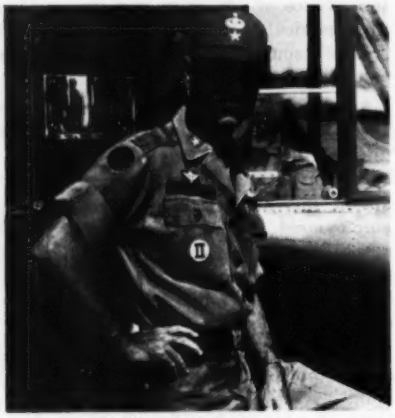
Following are excerpts from General Barnes' briefing:

"Operation Washington Green" was designed to focus the major effort of the 173rd on support of pacification in area of operations Lee, comprising the northern four districts of Binh Dinh Province: Tam Quan, Hoai Nhon, Hoai An and Phu My. . . .

"Committing the brigade 100 per cent to pacification was a calculated risk, made possible by the absence in Binh Dinh of any major threat by organized large NVA forces. Prior to initiating the operation on April 15, only 37 per cent of the population of approximately 350,000 of these four districts was under the control of the Government of South Vietnam (GVN), varying from only 9.9 per cent in Tam Quan to 66.9 per cent in Haoi An . . ."

The objective of the operation was to bring all four districts under government control. It was to be done hamlet by hamlet in each district.

To organize adequate security each hamlet had a Popular Force (PF) platoon recruited and organized from its own population to provide area security within the hamlet boundaries. Also it had a People's Self Defense Force to provide internal security within subhamlets or groups of homes. In addition interhamlet, or village security, and backup reaction forces for the PF platoons are the responsibility of district regional force companies.



General Barnes

When all of these forces are organized, equipped and trained to accomplish their missions in all the hamlets, then and only then can the regular ARVN forces be freed from the populated areas to prevent invasion across national boundaries and to search out VC/NVA forces in mountain and jungle base areas.

In most cases of rebuilding homes, churches, roads and schools the local people have done the work. Their only request has been for the government to provide them security to protect the fruits of their labor.

HEW Encourages Veterans To Continue Education

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uncertain about their ability to go to college directly."

Secretary Finch said junior colleges in several states are trying to extend programs to enable veterans to properly prepare themselves.

(The American Association of Junior Colleges, in a paper to the Department of Defense, noted that junior colleges are "ready, willing and able" to work in assisting returning servicemen.

The association feels because of the low cost, open door admission policy, and commitment to develop a wide spectrum of talents, the junior colleges offer veterans unique opportunities for social and economic mobility.)

Turning to HEW's role in civil rights, Secretary Finch said:

"We have the primary responsibility to make sure the schools follow the Civil Rights Act of 1964 and the subsequent court decisions. We think we have made considerable progress in terms of now using court orders with terminal dates in order to make certain these schools comply.

"In the South now, we have about three out of four schools that are in compliance. And, we are trying to do it in a way that enlists the support of the whole community. We have planning programs which enable the faculty—black and white—to recognize the unusual problems that may exist."

In the area of drug abuse, Secretary Finch said, "part of our problem is . . . the data we have is very incomplete, very inaccurate. We don't know how serious (the problem) is, we just know it is very serious.

"There is some school of thought that argues that marijuana should be treated differently than LSD and heroin and other so called hard drugs. We are trying to research that, and find out what addictive properties are involved. We need to know more about the whole field."

Ne noted HEW's problems of getting information on drug abuse and other subjects to the public.

"We have some films that are circulated in the schools, and we have a good deal of printed material that points out the dangers in the whole drug field," he said. "But, here again, particularly in the field of family planning, we do a lot of research, we prepare a lot of material, but have a very difficult time in seeing that it gets . . . to the people we want to help.

"We estimate that anywhere from five to eight million women, for example, never get the information for family planning, so that at least if they don't want any more children, they have some idea of how they can avoid it."

Military Education, Community College Ties Recommended

The American Association of Junior Colleges (AAJC) has been called on to link community college programs with military education programs.

In remarks to the association, Col. Ruth Lucas, USAF, Assistant for General Education and Counseling Services, Office of the Deputy Assistant Secretary of Defense (Education) said, "We think that involving a serviceman in a community college experience prior to his leaving the service is a powerful form of believable communication. He can attest to the credibility of your educational offerings."

Colonel Lucas noted that servicemen receive skill training in one of more than 1500 skills, of which about 86 percent are related to civilian jobs.

The WAF colonel continued, "For example, more than half of military occupational education for enlisted men is for technicians concerned with maintenance and repair of electronic, electrical, and mechanical equipment. Others are trained in supply, administration and health technology. In addition, there is extensive training in management of resources in these career areas.

"We believe there are opportunities here for linkage between community colleges and military bases in their vicinity leading to establishment of tailored programs to meet career goals of service men and women, both in terms of military careers and post-service careers.

"Military education and training programs offer both academic and a wide range of professional, vocational, technical, and technician training. Interestingly, this is also the character of the offerings of the community colleges. Thus, for the service man or woman who aspires to an Associate Degree, the community college has much to offer. The point of contact for the junior college is the education officer at the closest military installation."

The colonel noted that service people gain much of their educational development from their military experience, then added:

"A significant number of mature military students can qualify for academic credit or advanced placement by examination. At the high school level . . . each year about 90,000 service men and women earn GED equivalency certificates through completion of USAFI courses and GED testing.

"We have statistical evidence to show that a substantial number of military students can qualify for advanced placement. Between 1965 and 1966 a total of 43,877 military students were tested on the college level entrance examinations through USAFI. There were between 18,000 and 24,000 who, although they had not attended college, exceeded the scores of the average college-taught sophomore.

"All of this suggests, we believe, a challenge to community colleges to examine education programs on military bases in their area and seek to further those programs through the AAJC or independently."

Col. Lucas said there are about 42 community colleges located near military bases where almost 90 percent of military separations occur.

WAF Colonel Lucas

COMMANDERS DIGEST

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Dr. Dunlap Appointed DACOWITS Chairman

Dr. Marjorie S. Dunlap has been appointed Chairman of the Defense Advisory Committee on Women in the Services (DACOWITS), by Secretary of Defense Melvin Laird.

She will begin a one-year term in the non-salaried position Jan. 1, succeeding Dr. Hester Turner of New York city.

Dr. Dunlap is Dean of the School of Nursing, University of California Medical Center, San Francisco. Since last year, she has been co-chairman of the DACOWITS Medical Services sub-committee.

DACOWITS was established in 1951 by General of the Army George C. Marshall, then Secretary of Defense. The committee is composed of 50 prominent women from throughout the United States selected on the basis of their reputation in civic or professional fields.

The committee recommends measures to insure effective utilization of the capabilities of women in the services, and recommends standards for the training, housing, health, recreation and general welfare of service women.

Until this month, DACOWITS reported directly to Roger T. Kelley, assistant secretary of defense (manpower and reserve affairs). It now reports to Brigadier General Leo Benade, USA, deputy assistant secretary of defense (military personnel policy).

Commenting on the move, Secretary Kelley said:

"I believe that having DACOWITS report to me through General Benade will better assure that its suggestions are fully considered at the time policy proposals are being staffed. I hope this move will assure that the views of our women in uniform will have even greater influence in the information of personnel policy."

Both Mr. Kelley and Brig. Gen. Benada attended the semi-annual meeting of DACOWITS, Oct. 12-16 at San Antonio, Tex.

During the meeting, DACOWITS members were briefed by DoD officials and the directors of women in each of the services.

Deputy Secretary Packard Stresses Good Planning, Organization

The Department of Defense will have to pay more attention to the organization process as it moves toward participatory management, said Deputy Secretary of Defense David Packard.

"We have often added new levels of organization to try to fix a problem," he said, "instead of going to the heart of the matter and finding out why the job was not done right in the first place."

Secretary Packard aimed his remarks at a group of military and civilian officials from the Office of the Secretary of Defense and the Office of the Joint Chiefs of Staff during a series of management briefings called by Secretary of Defense Melvin Laird.

Mr. Packard outlined four "simple, essential" steps of good management: planning, organization, motivation, and evaluation.

"If you do each one of those things well, you are going to do a good job of management," he said.

Following are additional remarks by Secretary Packard:

In the broadest sense, management is simply getting things done through people. The most effective management is achieved when all the people involved are working together

'Good planning must be the first objective of every one with management responsibility, from top to bottom.'

with enthusiasm toward a common objective. To the extent that it is possible, this requires that each person be in a position and in an environment in which he can effectively, efficiently and enthusiastically apply his own special talents and capabilities to the job.

Now with planning . . . as some wag has said, "if you don't know where you are going, you are very likely to end up somewhere else."

Planning takes a great many different forms. It includes the establishing of both broad and specific objectives to be achieved, as well as time schedules as other targets of achievement. Planning must be realistic. Goals must be achievable. If we plan to do the wrong thing, it does not help very much to do it well. Good planning must be the first objective of everyone with management responsibility, from top to bottom.

Organization involves everyone knowing what is expected of him in his job. Organization, perhaps more than anything else, involves arranging our affairs so that each of us has the opportunity to use his talents and his abilities to work as effectively as possible toward the objectives which we set for ourselves in our planning.

I believe we have a great opportunity to improve our organization structure both at the OSD level and throughout the DoD components. We intend to do so, and I encourage each one of you to help us in this endeavor. I can promise you that if we can improve our organization in various ways, your job will be more satisfying and I think I can also assure you we get our job of working together done better.

Organization is important for another reason. It permits the identification of responsibility in a way which enables each person to have the satisfaction of knowing he has done his

'The extent to which good motivation can be achieved is dependent to a large degree on how well we plan and organize our affairs.'

job well. He knows what his job is and everyone else knows what his job is, and he has a clear cut task. It provides the opportunity for good work to be recognized on as broad a base as possible.

Again let me emphasize, one of the strongest of motivating forces is the satisfaction of a job well done, especially if it is recognized. Knowing that one is doing something important is a strong motivating factor. Again, good planning and organization help in achieving this.

We have here in DoD an immensely important job to do. If we want to get this job done well, we must remember that every individual assignment in the department, from that of secretary and the chairman of the joint chiefs of staff, to the janitor and the private, is an important job. We must do whatever we can to make it known to every individual in the organization that his job is important, no matter where it is, and that he has an important responsibility to work with us toward our overall objective.

Finally, evaluation. It is simply determining how well we have done the job we set out for ourselves. Evaluating includes checking financial performance against budgets . . . checking achievements against targets, and it involves the personal evaluation by a supervisor of his people. We need to improve our techniques and procedures by which we evaluate performance. We need to be more honest with ourselves in our evaluations.

Secretary Packard concluded, "I am greatly impressed by

'Frustration is anathema to motivation. And frustration is generated by poor planning and sloppy organization.'

the vast array of talent and capability here in the Pentagon, and indeed, throughout DoD. We have a large, difficult, and important task to accomplish. . . . I do believe that we can improve our performance, get more personal satisfaction from our job, and do our job better, by placing more attention at every level on these four principles of management: planning organization, motivation and evaluation."

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